

# **IN WHAT WAYS A CLIL LESSON PLANNING IS DIFFERENT FROM AN EFL COURSE PLAN?**

A case study on the planning and the teacher's  
strategies in EFL and CLIL didactic units

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## 2 Abstract

Des del 1995 el Consell Europeu ha promogut l'aprenentatge d'una segona llengua a través d'una altra àrea en el que coneixem per CLIL (Contingut i Llengua Integrats en l'Aprenentatge) o en altres paraules: “una activitat en la qual l'aprenentatge d'una llengua estrangera és utilitzada com una eina per l'aprenentatge d'una àrea no lingüística en la qual llengua i contingut tenen un mateix paper” (Marsh, 2002). Tot i així, “ensenyar una àrea a través d'una llengua estrangera no és el mateix que la integració de llengua i contingut”. CLIL comporta altres implicacions metodològiques pel que fa a la planificació, estratègies didàctiques i particularment al rol del docent. De fet, són aquests factors els que componen l'èxit o el fracàs en l'implementació de CLIL. I per aquest motiu pretenc analitzar i descriure les diferències entre una sessió de CLIL i una de llengua anglesa.

Aquesta investigació és un estudi de cas que vol oferir una mirada a les diferències entre una unitat de CLIL i una de llengua anglesa portades a terme en un grup de 3r de primària a l'escola de Sant Miquel dels Sants (Vic) pel que fa a la planificació, les estratègies i actuacions del docent.

**Paraules clau:** CLIL, llengua anglesa, planificació, estratègies, discurs del docent

Since 1995 the Council of Europe has been promoting the learning of a second language through another subject in what we call CLIL (Content and Language Integrated Learning) or in other words: “an activity in which a foreign language is used as a tool in the learning a non-language subject in which both language and subject have a joint roll” (Marsh, 2002). However, “teaching a subject in a foreign language is not the same as an integration of language and content”. CLIL has profound methodological implications in terms of planning, teaching strategies and particularly on the teacher's role. Indeed these factors may decide upon the successful or unsuccessful final result of a CLIL course and this is why it is paramount to analyze and describe the differences between a CLIL lesson and a regular EFL session.

This paper is a case study which endeavors to offer an insight into the differences between a CLIL and an EFL didactic unit in 3<sup>rd</sup> of Primary of Sant Miquel dels Sants School (Vic) from the three above mentioned viewpoints that is planning, strategies and teacher's performances.

**Key words:** CLIL, EFL, lesson planning, comprehensible input, strategies, teacher's talk.

### 3 Introduction

It is obvious that teaching a subject in a foreign language is not the same as an integration of language and content, and many schools are still to make that transition. Language teachers and subject teacher need to work together... and together they should formulate the new didactics needed for a real integration of form and function in language teaching.

Kees de Bot in Marsh 2002:32

The present study aspires to give some clues about the differences between English as a Foreign Language and Content and Language Integrated Learning lessons both in the planning and the teacher's strategies used during their speech in a particular context: the 3<sup>rd</sup> of Primary class in Sant Miquel dels Sants School (Vic). Thus, it consists of a case study since the main aim is to deeply understand two different and concrete classroom contexts.

Two questions will be investigated throughout the study:

- Will the strategies used in CLIL lessons be far different from the EFL lessons?
- Will the teacher use similar procedures to plan both an EFL and a CLIL unit?  
Will it vary the communication and the type of tasks planned?

Bearing in mind these questions, have come up with some hypothesis which will be tested throughout the investigation

- a) The strategies used during the teacher's talk to make the oral and written input comprehensible will be very different in both contexts.
- b) In CLIL there will be more support to the pupils as the content is more technical and elaborated.
- c) The strategy used the most frequently in any given CLIL session will be visual aids to exemplify the contents as well as to clarify language.
- d) In CLIL sessions the teacher will rely more on the mother tongue language than in EFL contexts.
- e) The planning of both lessons will be also very different. In CLIL the contents will be introduced with a high presence of scaffolding whereas in EFL the content will not be so important as the linguistic structures.

Thus, the aims pursued in this study are the followings:

1. Analyze and describe which strategies are commonly used by the teacher in CLIL and EFL lessons to make the input comprehensible.

2. Compare a CLIL and an EFL unit planning pointing out at differences and similarities.

The reason for choosing this topic is basically the interest in understanding the running of a methodology quite new to the investigator. In recent years, CLIL is gaining more importance across Europe in terms of number of schools implementing and in numbers of related studies done in this field. In Catalonia, the Education Department has been promoting CLIL implementation since 1999 both in primary and secondary education. In fact, in the last five years CLIL has been included in the framework of “Pla Experimental de Llengües Estrangeres” as the aim of this program is to integrate language and content to favor the learning of a foreign language. It is obvious that CLIL has many implications and I am very interested in sensing CLIL’s potential as well as seeing up close how it is implemented in a Catalan School.

A specialist Primary English teacher was observed in order to find out how their strategies and planning change in EFL and CLIL sessions. The selection of the teacher who participated in the present study was done according to the investigator facilities to observe the teacher during the placement as well as the experience she has had doing CLIL in third of Primary (six years).

The aspects that I observed were chosen taking into account the objectives and current research in the area. Those were primarily: the diversity of strategies during the teacher’s talk, the 4C’s theory in session planning and the students learning output for communication. On the other hand, the interviews to the teachers had the purpose to gather important information related to how they plan both types of lessons. The interviews were useful to know what main aspects were taken into consideration when designing a CLIL unit (how they differed from an EFL design).

The development of the project took approximately a year. It started at the beginning of May 2012 when the topic was chosen. Then, between September and December I delimited the theme, I defined the objectives and gathered information about the theoretical framework where my study could be embraced. In January I finished writing my framework and I started to design the observation templates. From the end of February and during March to April I carried out all the observations and their analysis.

## **4 Theoretical framework**

### **4.1 Defining CLIL**

The acronym CLIL (Content and Language Integrated Learning) started to become popular in the 1990s to refer to “all types of provision in which a second language is used to teach certain subjects in the curriculum other than language lessons themselves” (Eurydice European Unit 2006: 8).

The origin of CLIL starts from the wish to promote the mobility of European citizens by the Council of Europe. This institution decided to promote learning two European languages in 1995 in order to raise the level of proficiency in one of the two foreign languages. For this reason, two initiatives were started: teaching a foreign language in early years and introducing programs in which the target language was used to teach other subjects (Navés, 2010: 3). That meant the beginning of CLIL, which in Marsh's words (2002: 58) is “an activity in which a foreign language is used as a tool in the learning a non-language subject in which both language and the subject have a joint role”.

Navés (2010:2) defines Content and Language Integrated Learning (CLIL) as “the situations in which part of a study program is taught in a foreign language, with the dual objective of learning the content of the discipline while learning the language at the same time”. As this author points out, in CLIL contexts the concept of integration has a key role since subject contents are in an equal position to the foreign language learning. In fact, this is the differential element between CLIL and other similar programs such as bilingual education, content-based instruction or immersion. CLIL differs from these programs in the following aspects: the language of instruction, the teachers, the materials, and the immigrant students (Llinares, Morton and Whittaker in Lasagabaster and Sierra, 2010). Firstly, while in immersion programs the language of instruction is in the student's local communities, in CLIL it is usually a foreign language. Secondly, in CLIL programs teachers are not usually native speakers whereas in immersion programs they are native speakers, bilingual or native like. Thirdly, the materials in immersion programs are normally the same as those used by native speakers, but CLIL materials are often adapted or made specifically for a group. Finally, in CLIL immigrant students may be at risk of exclusion as in some contexts they already have to deal with two more languages (Catalan and Spanish).

As Spada and Light-bown (Navés in Spada and Light-bown 2010:4) claim “after four generations of implementing CLIL programs we are now in conditions to draw some

conclusions". The evidence points out that, while in short term it seems that not using immersion programs provides better results in some aspects of English, in the long term immersion students achieve the same or better results in all English language skills.

Muñoz says that one of the CLIL potentials is that teachers are more aware of learner's language needs as there is a constant checking on their comprehension. For this reason, lots of visuals and other aids are used to support students. Also, "CLIL provides incidental and implicit learning because the teacher provides massive amounts of input in this context. CLIL not only encourages students to develop the capacity to learn how to learn or the ability to produce meaningful and complex output but also it promotes fluency more than correctness, in contrast to what happens in a traditional language class. Finally, the quality of language teaching in CLIL lessons is very high as subject and language teachers need to work together and rethink their pedagogical practices" (Navés in Muñoz 2002:34) Marsh (2000:3) emphasizes that the naturalness in which children learn the language in CLIL contexts is one of the most valuable potentials:

One reason why very young children seem so good at picking up language is often to do with the *naturalness* of the environment around them. [...] What CLIL can offer to youngsters of any age, is a natural situation for language development which builds on other forms of learning. This natural use of language can boost a youngster's motivation and *hunger* towards learning languages. It is this *naturalness* which appears to be one of the major platforms for CLIL's importance and success in relation to both language and other subject learning.

## 4.2 Planning a CLIL lesson

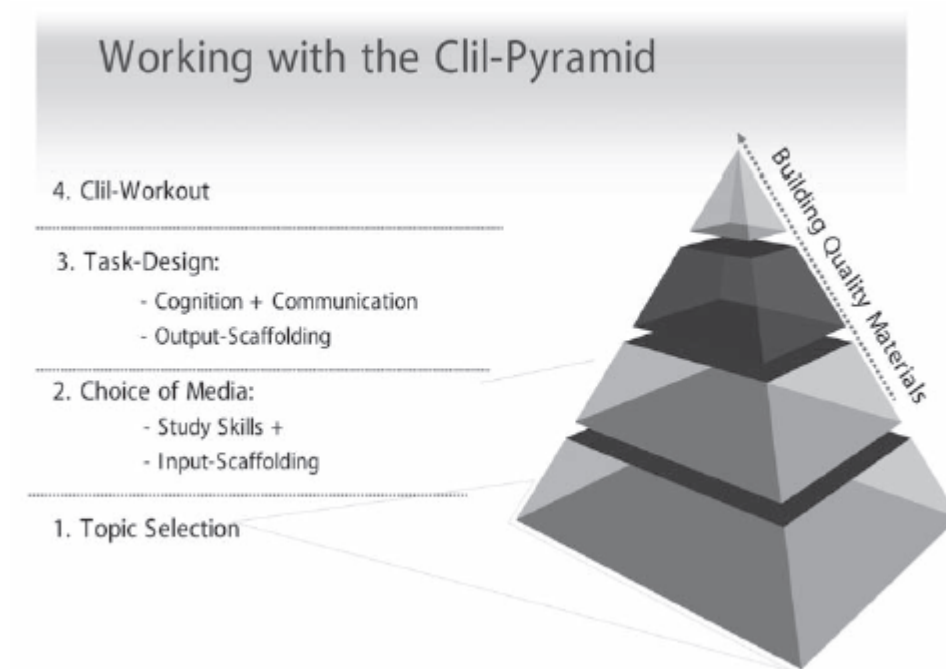
Although research tends to indicate that CLIL benefits their students in both content and language subjects, the methodological resources and the guidance available to the teachers are still limited. So far, the 4Cs-Framework (Coyle, 1999) has been the most common theoretical guidance for planning CLIL lessons. This theory is built on the following principles:

- Content. The learners acquire knowledge and different skills which help them to build their own knowledge.
- Cognition. The learners have to interpret the content reflecting and analyzing it while they are learning.



- Communication. In the learning context there is interaction because students rebuild the content using the target language.
- Culture. The intercultural awareness is fundamental to CLIL.

The following pyramid is an integrative planning tool for material writers and teachers:



The CLIL pyramid designed by Oliver Meyer (2010)

This pyramid suggests that planning CLIL units and materials starts from the topic selection and ends with the review of key content and language elements. Steve Darn (2006) defines two principles which must be explicit in CLIL contexts:

1. Language is used to learn as well as to communicate
2. It must be the subject matter which determines the language needed to learn

Steve Darn (2006) also presents a useful list of characteristics which a CLIL lesson should include:

- The integration of the four skills (receptive and productive)
- Reading and listening texts are essential in the lesson
- The language used depends on the context of the subject. It is approached functionally and more lexically than grammatically
- Learner styles are taken into account when planning tasks

Moreover, he provides a lesson framework based on four-stages:

**1. Processing the text**

The text selection and/or adaptation is very important as it is usually one of the main supports students have. Therefore, the most suitable texts are going to be those which include illustrations and structural markers (headings, diagrams, tables...) as they can help pupils to visualize what they are reading as well as to find easily the key information which give sense to the whole text.

**2. Identification and organization of knowledge**

The organization of the text must help students to categorize the ideas and information in it. This structure needs to facilitate the learning of the target language as well as the core content.

**3. Language identification**

The language involved in the text is not graded as students will need to use both simple and complex language, but for the teachers it is useful to highlight difficult language to provide students discourse markers, adverb or prepositional phrases which could help them to understand the information and pick up subject-specific and academic vocabulary.

**4. Tasks for students**

The tasks should be varied and based on both the learning purpose and learner styles and preferences.

From a more practical point of view, Oliver Meyer (2010) states that in order to achieve real success in CLIL practices teachers “need to embrace a new paradigm of teaching and learning and they need tools and templates that help them plan their lessons and create and adapt their materials.” Planning is essential in teaching contexts but especially in the CLIL approach, this process needs to be carefully done. According to Marsh, “CLIL approach does not automatically lead to successful teaching and learning. To truly realize the added value of CLIL, teachers need to embrace a new paradigm of teaching and learning and they need tools and templates that help them plan their lessons and create/adapt their materials.”

### 4.3 Planning an English Foreign Language lesson

It is crucial that teachers design carefully their lesson planning so the learning direction is clear. For this reason, it is very important that teachers do not miss any step when elaborating their plans. Sheila Estaire and Javier Zanón (1994) developed a framework for planning didactic units establishing a series of steps which teachers could use:

**Stage 1: Determining the theme.** These authors point out that all the themes can provide opportunities to learn so it is recommended that teachers choose a topic which is relevant for their pupils and it motivates them. The best topics are those where the language is used for a purpose; for example, asking for a way in a town, shopping...

**Stage 2: Planning the final task(s).** According to Estaire and Zanón establishing what the final task will be may help them to create all the previous activities. The learning will be directed towards the final task.

**Stage 3: Determining unit objectives.** Some global objectives are according to the specific things pupils are going to be asked to do as well as the abilities they are going to develop throughout the unit.

**Stage 4: Specifying content.** In this stage the thematic aspects to be dealt with are established.

**Stage 5: Planning the process.** The teachers have to take into consideration what content they are going to teach and how it can be sequenced so at the end of the unit pupils can resolve the final task. Certainly, they will have to decide the communication tasks appropriate according to the pupils' level: what kind of tasks enable students to learn, recycle and reinforce the content; select, adapt or produce materials; define the structure of the tasks with a purpose at the back; sequence the activities in a way that can fit into the class time.

**Stage 6: Planning evaluation: instruments and procedures.** This stage will provide useful feedback to adjust and re-plan the work.

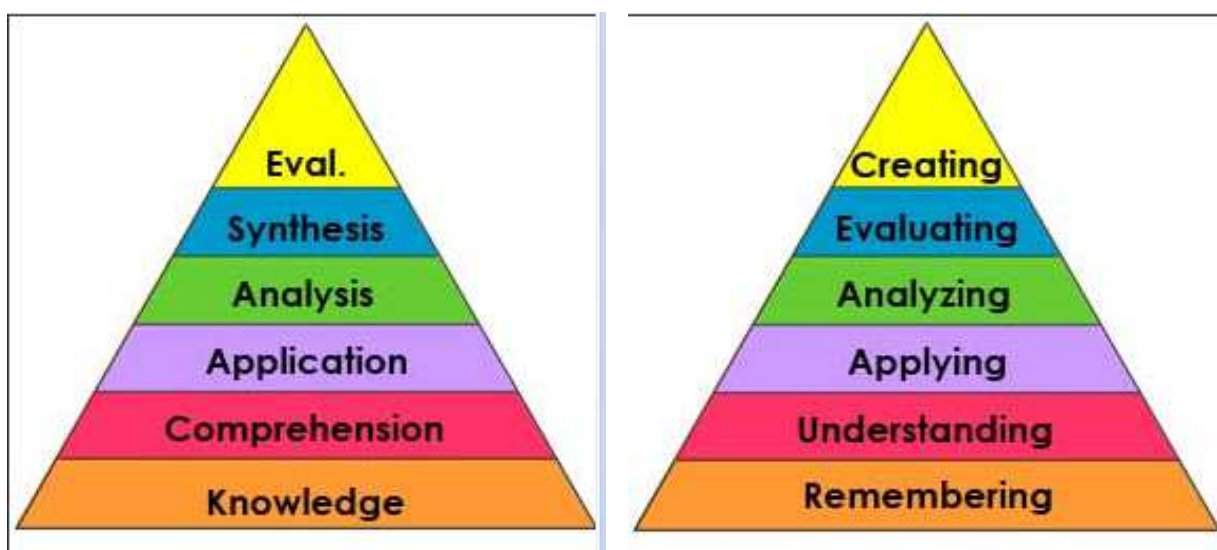
To sum up planning includes stages such as considering the students, thinking of the content, materials and activities that could go into a course of lesson. According to Tessa Woodward (2001) a lesson plan will turn into a good one when the teacher assumes that "good" lies on his/her own work and not on the outside conditions. Consequently, there are no excuses such as having a large amount of students or not having the needed resources. Tessa Woodward (2001: 2) says that teachers should believe in themselves and instead of looking for obstacles think about the possibilities they may have. So, their discourse should be similar to the following: "I'll have to create what I can, given my situation. This is my setting and my design problem and this is

how I'm going to set about solving it. I'm going to do the best I can and THAT is what I'm going to call "good"!"

#### 4.4 Types of planned tasks. Bloom's taxonomy

As we have seen in the planning of both CLIL and EFL lessons, it is very important to define the tasks which are going to give shape to the didactic unit.

A well known task classification is Bloom's taxonomy, designed by Benjamin Bloom in 1956. The following pyramids are the representation of Bloom's taxonomy (on the left the older version, on the right its revision for the 21st century).



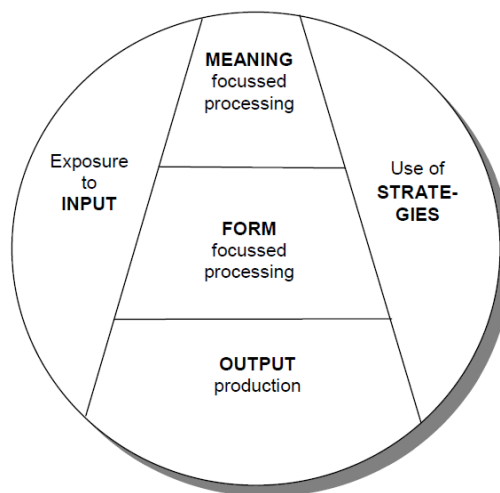
This is a list of actions presented in each level of the taxonomy pyramid:

<b>Remembering:</b> can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
<b>Understanding:</b> can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
<b>Applying:</b> can the student use the information in a new way?	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
<b>Analyzing:</b> can the student distinguish between the different parts?	Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, and test.
<b>Evaluating:</b> can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
<b>Creating:</b> can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

## 4.5 CLIL elements to make a session successful

According to Westhoff (2007) there are five aspects which CLIL teachers have to take into account so as to carry out a good lesson. These assumptions are illustrated in the following chart:

Figure 1. The “SLA penta pie”, adapted from Westhoff (2004)



Rick de Graaff, Gerrit Jan Koopman and Gerard Westhoff (2007) have designed an observation tool to identify effective pedagogy in Content and Language Integrated Learning based on three essential conditions for language acquisition: exposure, use and motivation. It has been elaborated according to five basic assumptions which may provide successful language teaching:

- Teacher facilitates exposure to input at a (just) challenging level. Before the lesson CLIL teachers are supposed to select and adapt materials in order to make them challenging but comprehensible for learners. During the class, teachers can provide scaffolding, depending on the input of both materials and teacher talk.
- Teacher facilitates meaning-focused processing. Teachers need to motivate pupils to process the content both in oral and written contexts by giving tasks which involve learners to build meaning. At this point, teachers must check if the meaning has been taken in properly. If it turns out that pupils have not processed correctly the input, teachers might give extra support.

- Teacher facilitates form-focused processing. At some point, teachers need to make learners conscious of specific language focusing their attention on correct or incorrect forms of the language. Using corrective feedback in an implicit or an explicit way, will improve student's language performances.
- Teacher facilitates opportunities for output production. CLIL teachers need to stimulate the learners' output production in meaningful communication contexts by encouraging them to ask and answer questions in the target language as well as promoting discussions and interaction.

#### **4.6 Comprehensive input as an essential element in the a foreign language sessions**

For a long time, there has been an agreement on the essential role of input in second language lessons (Salazar in Ellis, :4). Krashen stated in 1985 that comprehensible input was necessary and sufficient to foster a second language (Input Hypothesis). Thus, second language acquisition occurred when the learner dealt with input which was one step beyond their current knowledge ("i+1").

In this Krashen's Hypothesis, two ways of input comprehension where presented: the use of the context and the extra-linguistic information.

Following this principle, many researchers studied learner's comprehension in second language classroom contexts. For example, Patricia Salazar ( :1)observed the learners' comprehension in two ways: when the input had been linguistically modified before the learners' exposure and when comprehension was achieved through the interaction between the participants.

As far as the premodified input is concerned, Salazar mentions three studies (Pica, Doughty and Young 1986; Loschky 1994; Ellis 1995) to point out that there is no positive or significant evidence to say that the premodification of input is a key element to contribute to the comprehension and acquisition of the contents. However, she states that according to Long (1980) the modified interaction and therefore the negotiation of the linguistic contents is the element that makes the difference to achieve a comprehensible input. In the same way, the Interactional Hypothesis (Salazar in Ellis) claims that when learners have to deal with language problems and they negotiate meanings to solve them second language acquisition takes place. The outcomes of the study report that by negotiating the input learners reach a higher vocabulary acquisition.

Despite these encouraging findings the relationship between interaction and acquisition is still unclear. Ellis (2001) suggested that comprehension did not necessarily lead to acquisition. The same idea has been supported by other authors such as Loschky who believes that “positing a simple linear relationship between comprehension and intake is no warranted” (1994:320) Anyhow, we should conclude that negotiated interaction seems to promote indirectly Second Language Acquisition more effectively (Long 1980).

## **4.7 CLIL strategies to make input comprehensible to pupils**

Olive Meyer (2010) created a list of strategies based on the 4C's theory of Coyle:

### 1. Rich input

According to the author rich is the most important element we have to take into account when we want to select materials. The input provided must be meaningful, challenging and authentic since second language acquisition studies establish that these are the main factors which let foreign language to be acquired.

Some of the resources which may be useful in this area are video clips, flash-animations, web-quests, pod-casts or other interactive materials on English websites since they combine motivating and illustrative materials with authentic language input. They give students the chance to work autonomously and prepare lessons or review previous ones.

### 2. Scaffolding learning

CLIL teachers depend mainly on authentic materials which were not created taking into account foreign language learners.

Students need support so as to be able to intake all the information they are exposed to. In this sense, scaffolding is a great strategy to reduce the cognitive and linguistic load of the content so students can understand the content and language of any material. It also gives appropriate structures which can push output, in other words, scaffolding boosts students cognitive academic language proficiency. Some studies point out that those students who are not as gifted in language learning as other students greatly benefit from scaffolding: the more they understand how to proceed, the more motivated they are for learning a new language.

### 3. Rich interaction and pushed output

Language acquisition is strongly facilitated by the use of the target language in interaction, according to his Long's Interaction Hypothesis. This theory states that interaction promotes interlanguage development as it "connects input, internal learner capacities, particularly selective attention, and output in productive ways. (Meyer in Long 2010:17)

### 4. Adding the Intercultural Dimension

Learning a language properly does not only mean being able to use it skillfully but also it means being able to use it in socially and culturally appropriate ways.

For this reason, the Council of Europe is promoting the education for intercultural understanding because it wants to pursue the acceptance of difference in our multicultural and multilingual societies. In Byram words (2002), "the intercultural competence is the ability to ensure a shared understanding by people of different social identities, and their ability to interact with people as complex human beings with multiple identities and their own individuality."

CLIL consists of a good methodology which may contribute in this field as students not only learn key concepts in the foreign language but also they need to become aware of the hidden cultural codes and the appropriate linguistic and non-linguistic means.

John Clegg (2007) proposes a different list of strategies which are also worth mentioning. He takes into account the four skills: listening, speaking, reading and writing.

Regarding the strategies related to the listening, teachers can use visuals at the text level by adjusting their talking style (enumerate points, give examples, explain and summarize) and in this way highlight or explicitly teach vocabulary.

On the speaking level, teachers have to adjust their questions by asking some cognitively demanding but short answer questions. They can also start learners' response and they can provide support at the word level by listing key words to use. Eventually, students should be able to use L1 when discussing but L2 when reporting.

Concerning the strategies for reading, teachers may check that students understand key vocabulary before they read it; teachers can reduce the demands of the text by



introducing some pre-reading questions; also, they can give reading supports such as a chart to fill in, a diagram to label, etc.

Finally, the strategies for writing can come in three levels; elaborating a vocabulary list, giving sentences starters or providing a writing frame.

He also sums up the strategies of good second language teaching in two main principles:

- Recognize what language problems learners will have by acknowledging the language demands of the lesson.
- Help learners to deal with language problems by providing support for language and learning.

## **4.8 EFL strategies to make input comprehensible to pupils**

In their Primary English teacher's guide (1992), Brewster, Ellis and Girard claim that variety is an essential factor to make English lesson enjoyable for the pupils. They explain this concept in terms of types of activity, interaction, language skills to work on and tempo of the class. In the same way, Cameron (2001: 24) establishes different useful strategies in EFL lessons based on the kind of demands we make to our students: "what learners can do depends on the *dynamic relationship between demands and support*". On the one hand, cognitive demands are those related to concepts and language demands are those related to using the foreign language.

Concerning these cognitive demands, teachers must contextualize the language they use taking into account the level and interests of the pupils. Therefore, it is necessary that teachers pay attention to the difficulty of concepts needed to do the tasks and afterwards use graphics, colours, pictures etc which may be useful as a support to understand the task.

On the other hand, the language demands require different perspectives depending on the type of language (written or spoken) because they demand understanding or production.

There may be other demands such as interactional (type of interaction required), metalinguistic (use of technical terms), involvement (the ease or difficulty the learner has in engaging with the task) or physical demands (fine motor skills) but they may be taken in a second place since they consist of particular cases.

Cameron claims that once the teachers have thought about the type of demands needed in each task, they have to establish the kind of support they are going to provide so as to help pupils to enhance their learning process. Some examples of the support are the following:

- Using pictures and graphics to make the input comprehensible
- Doing pair-work activities to promote the help of co-participants and engage the children with activities related to their interests
- Use familiar technical terms to talk about new language
- Give clear explanations
- Link the tasks with the learners' interests or vary the type of the activities combining sitting and moving.

For this author it is essential that teachers adapt their expectations to the students' level. For this reason, the demands of the task can not be too high or too low. In the first case, learners would disconnect because the task would be inaccessible for them and in the second case learners will not think or use the foreign language as the task has too much support

In short, as the Goldilocks principle points out "a task that is going to help the learner learn more language is one that is demanding but not too demanding, that provides support but not too much support. The difference between demands and support creates the space for growth and produces opportunities for learning" (Cameron in Goldilocks 2001:27)

## **5 Study**

### **5.1 Observations in CLIL and EFL contexts**

In this section I am compiling some observations in both English as a Foreign Language and Content and Language Integrated Learning contexts carried out in the third level of Primary. The observations last one hour and they are embraced in two different units. They have taken place at a private school called Sant Miquel dels Sants in Vic.

In this school the same teacher is responsible for CLIL and EFL lessons in third of Primary. She has experience in both contexts: six years implementing CLIL and eight years teaching EFL in the same school. She has also received various training courses in EFL. So far the school has offered CLIL instruction for six years.

As it has been stated, the population studied is a group of third of Primary (8-9 years of age) which includes children from different linguistic backgrounds and levels.

The CLIL observations have been carried out in a group of twenty-one pupils (four other pupils go with their tutor to do the class in Catalan as they cannot follow it in English). On the other hand, in EFL observations the population studied is 25 pupils. The lessons with half of the group have not been considered as it would change a control variable.

The objective of these observations is to find out how the planning in each subject differs as well as what strategies are more useful in each context. As far as the planning is concerned, some data has been collected using the template elaborated by Do Coyle. At first it was designed for planning CLIL lessons but I have used it in EFL as well since I think it can be extrapolated in general terms. In this part, I set the unit in a context saying its general aim and the teaching objectives according to the 4C's theory. There is an objective which has not been taken into account as it was not relevant in any of the units observed: culture. Moreover, the learning outcomes and the steps to follow the session are also detailed. The demanding of the tasks is also set by using the terminology of the Bloom's taxonomy. I have used this observation template as well as some extra notes during the data collection and an informal interview to the teacher, to do my comparison.

Regarding the difference of strategies used in the two types of lessons I am going to analyze the teacher's talk model during each class. With that aim, I have gathered up

some strategies by John Clegg and Cameron as mentioned in the framework. I have designed a temple which I am going to use during the observations.

### 5.1.1 CLIL sessions

I am going to analyse a didactic unit called “Our body” which consists of four lessons. All the sessions are carried out on Thursday and last for 1 hour.

Data	Aim		
28 <sup>th</sup> March	To learn some parts of our body. Introduce the skeleton and talk about its functions and parts. Explain the function of the muscles. Give ideas of bad habits which may lead to bad consequences to our body.		
Objectives			
Content	Communication	Cognition	
<ul style="list-style-type: none"><li>- Parts of the body</li><li>- The skeleton and the bones</li><li>- The muscles</li><li>- The habits to have our bones and muscles healthy</li></ul>	<ul style="list-style-type: none"><li>- Answer the teacher's questions in order to show their previous knowledge about the skeleton and the bones</li><li>- Discuss about the habits to protect our bones and muscles from injuries</li><li>- Discuss about the consequences of not following healthy habits</li></ul>	<ul style="list-style-type: none"><li>- Understand some internal operations of our body</li><li>- Be aware that bad habits with our body can bring negative consequences</li><li>- Know some good habits that can make you feel better with your body in the future</li></ul>	
Learning outcomes			
<ul style="list-style-type: none"><li>- Understand the functions of the skeleton and the muscles</li><li>- Know some preventions to protect bones and muscles from injuries</li></ul>			
The tasks step by step			
<p>Step 1: Introduce Timmy, a skeleton, and explain to the pupils what the skeleton function is, as well as the muscles. Ask them questions about what they can say about the skeleton and muscles. A discussion about how important it is the prevention to have strong bones and muscles will be done as well as a list of some bad habits that we need to avoid. Moreover, the teacher will show the pupils how to name some bones and parts of the body.</p> <p>Step 2: Play “Simon says...” asking to touch parts of the body they have learnt.</p>			

Step 3: Draw a boy or a girl and write the parts of the body (they copy from a picture on the digital board).

#### The demand of the tasks

In this session pupils need to remember, understand, apply, analyze and evaluate.

### Strategies used during the teacher's talk

#### Body language

- “Muscles and bones are connected” (she joins her fingers)
- “The skeleton holds up our body” (she puts a straight posture)
- “We need muscles to move” (she touches her leg's muscles and walks)
- “Your leg won't bend to kick a football ball unless you want it to do” (she kicks an imaginary ball)
- “The ribs protect the heart and the lungs” (she points at the ribs in the skeleton model)
- “The skull protects our brain” (she points at the skull in the skeleton model)
- “We have to sit down straight and not with our back curved” (she shows both postures)
- “Touch your hips” (she does it)
- “Touch your ankle” (she does it)

#### Giving examples

- “A habit that is bad for our skeleton for example is not to sit down properly”

#### Translation by the teacher

- “You have to imagine that the skeleton is like the structure of a building that supports us. *Oi que en un edifici hi ha una estructura que l'aguanta? Nosaltres tenim l'esquelet que fa el mateix per aguantar el nostre cos.*”

#### Asking pupils' help or translation

- “What is the heart?”
- “What are the lungs?”
- “Brain?”
- “Knees?”

- “Elbow?”

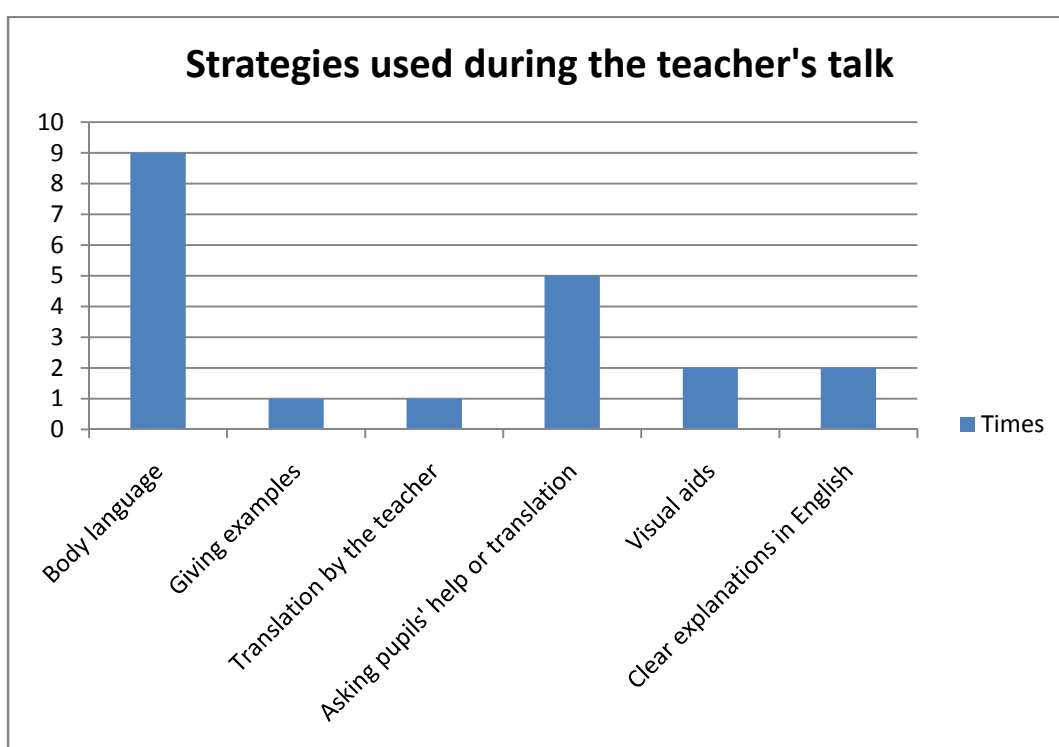
### Visual aids

- “Our body is composed of the head, the thorax and the limbs” (she shows the three parts using the skeleton model)
- “We’ve got more than 600 muscles in our body” (she writes it on the blackboard)

### Clear explanations or summary of the vocabulary using English

- “Your leg won’t bend to kick a football ball unless you want it to do. So, if the muscle doesn’t give the order “kick the ball” your body won’t do it”.
- “Involuntary movement means that you don’t think all the time that the muscle needs to move”

Summary of the teacher's strategies during the session:



Data	Aim	
4 <sup>th</sup> April	To learn some bones of the skeleton. To introduce what the joints are and give some examples. To read what the function and the structure of both skeleton and muscles are.	
Objectives		
Content	Communication	Cognition
<ul style="list-style-type: none"><li>- The skeleton and the bones</li><li>- The muscles</li><li>- The joints</li></ul>	<ul style="list-style-type: none"><li>- Answer the teacher's questions in order to show what they have learnt</li></ul>	<ul style="list-style-type: none"><li>- Understanding how we move</li><li>- Understanding the structure of our body (skeleton and muscles)</li></ul>
Learning outcomes		
<ul style="list-style-type: none"><li>- Express what they learnt in the previous session</li><li>- Complete a short summary about the skeleton structure and function filling the gaps with some key words provided.</li><li>- Draw an involuntary movement as well as a voluntary movement.</li><li>- Labeling some bones in a picture using the information of the worksheet.</li></ul>		
The tasks step by step		
<p>Step 1: The pupils will be asked to say what they can remember from the previous session, in other words, what they learnt. This session will be a revision to confirm the contents introduced the session before so pupils may show their previous knowledge.</p> <p>Step 2: Read together a worksheet that talks about the skeleton and the muscles. The teacher stops in every paragraph to explain and rephrase the information in the text.</p> <p>Step 3: The teacher explains what pupils are supposed to do in every exercise of a worksheet.</p> <p>Step 4: Pupils work individually or in pairs to do the exercises</p> <p>Step 5: The teacher checks the worksheet with the whole group</p>		
The demand of the tasks		
In this session pupils need to remember, understand and apply.		

## Strategies used during the teacher's talk

### Body language

- Hard
- Bend
- Soft
- Flexible
- Stand us
- Skull is round
- Some bones are long, others are short
- They are joint but they can't move

### Giving examples

- Voluntary movement is for example open the door
- Involuntary movement is for example when you get caught red-handed
- Cartilage is for example the nose and the ears because they are soft and flexible

### Translation by the teacher

- Meet is *conectar*
- Lungs means *pulmons*
- It gives the shape, *ens dóna forma*.
- Joints is *articulacions*

### Asking pupils' help or translation

- What are the muscles?
- What does it mean movement?

### Visual aids

- These are the muscles (she points at a picture of a book that a pupil has brought to the class)
- The skeleton protects the brain, the heart and the lungs (pointing at each part in a picture)

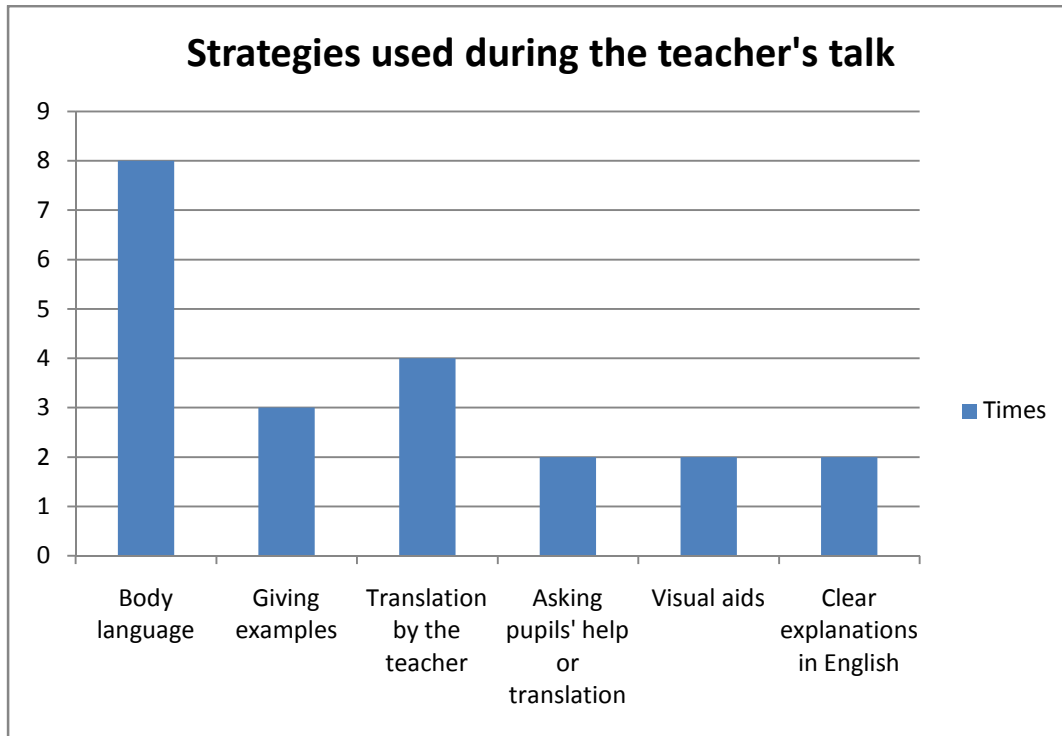
### Clear explanations or summary of the vocabulary in English language

- Joint is when two bones meet



- When we say bones are not flexible is because they can't move

Summary of the teacher's strategies during the session:



Data	Aim	
11 <sup>th</sup> April	Reinforce the learning of some bones of our body. Explain how the digestive process works and what organs and parts of the body imply	
Objectives		
Content	Communication	Cognition
<ul style="list-style-type: none"><li>- The skeleton and the bones</li><li>- The digestive process</li><li>- Parts of the digestive system</li><li>- The function of all the parts involved in digestion</li></ul>	<ul style="list-style-type: none"><li>- Answer the teacher's questions about the skeleton (say the name of all the bones)</li><li>- Explain what they know about digestion (what it is, how long it takes, the problems we can have and how we can prevent them and other ideas which they can come up with)</li><li>- Give feedback of what they have learnt about the digestive process</li></ul>	<ul style="list-style-type: none"><li>- Understand the process of digestion</li></ul>
Learning outcomes		
<ul style="list-style-type: none"><li>- Sing a song “the skeleton dance” touching and saying some bones of our body</li><li>- Explain in broad strokes how we digest food and what happens from the moment we bite an apple until we expel it.</li></ul>		
The tasks step by step		
<p>Step 1: Check the bones vocabulary they learnt in previous sessions orally</p> <p>Step 2: Correct two exercises pupils had as homework</p> <p>Step 3: Introduce the digestion topic and pupils explain what they know about it</p> <p>Step 4: Read and explain some information about the digestive process. The teacher asks some questions to get a feedback of what pupils are learning and reinforce the necessary contents.</p> <p>Step 5: Do together some exercises about digestion</p> <p>Step 6: Sing the song “the skeleton dance” in which pupils have to touch and say some bones of their body.</p>		
The demand of the tasks		
In this session the pupils will need to remember, understand, analyze and apply.		

## Strategies used during the teacher's talk

### Body language

- Chew
- Swallow
- Break down (she does it as if she was stretching an object)
- Mixes and melts (interlace her fingers)
- Bite an apple
- Expel
- Absorbs (she puts her hands in a fist moving them to her body)
- Draw a line (she does it with her finger in the air)

### Giving examples

- Nutrients are the proteins, the vitamins, the carbohydrates and the calcium

### Translation by the teacher

- Fur, *pelets*
- Why don't we have to run? *per què no hem de córrer?*
- The food is like a paste *com una pasta*

### Asking pupils' help or translation

- What does it mean digestion?
- What is saliva?
- Do you know what a juice is?

### Visual aids (She points at a picture on the digital board)

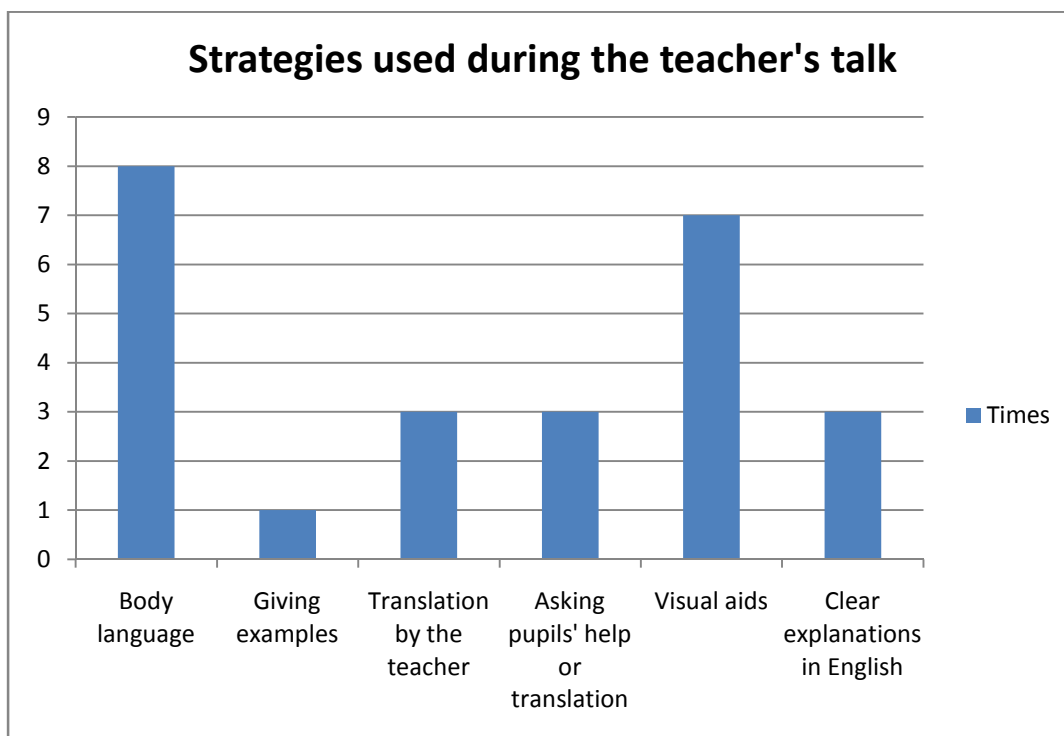
- The food goes down the pharynx
- Passes through the esophagus
- Goes into the stomach
- Large intestine
- Small intestine
- Anus
- Inside the small intestine there is a little bit of fur (showing an amplified picture)

### Clear explanations or summary of the vocabulary using the English language

- Esophagus is a tube

- Gastric juice is the juice that helps to break down the food
- Clear explanations or summary of the vocabulary using the mother tongue

Summary of the teacher's strategies during the session:



Data	Aim	
18 <sup>th</sup> April	Review what pupils have learnt during the didactic unit. Confirm how the digestive process works.	
Objectives		
Content	Communication	Cognition
<ul style="list-style-type: none"><li>- The digestive process</li><li>- The parts of the digestive system</li><li>- The function of all the parts involved in the digestion</li><li>- The skeleton and the bones</li></ul>	<ul style="list-style-type: none"><li>- Describe digestion together with the classmates and using own words.</li><li>- Give feedback of what they have learnt about the digestive process and the skeleton and muscles.</li></ul>	<ul style="list-style-type: none"><li>- Understand the process of digestion</li><li>- Be aware of the own knowledge</li></ul>
Learning outcomes		
<ul style="list-style-type: none"><li>- Explain the digestive process using some support</li><li>- Verbalize the contents they acquired</li></ul>		
The tasks step by step		
<p>Step 1: Watch a video that explains the digestive process</p> <p>Step 2: The students are asked to explain the digestive process using a picture on the whiteboard. One volunteer comes to the front of the class and starts explaining the process, after one or two sentences another pupil is asked to come in front of the class and continues the explanation. The other pupils can always help the volunteer.</p> <p>Step 3: The pupils have to do some exercises related to the digestive process individually or in pairs. First of all the teacher explains what to do and then they work alone.</p> <p>Step 4: The teacher checks the exercises asking the participation of the pupils.</p> <p>Step 5: The teacher asks pupils to say what they have learnt together.</p>		
The demand of the tasks		
In this session pupils will need to remember, understand, apply, evaluate and create.		

## Strategies used during the teacher's talk

### Body language

- “When we swallow the food goes to the food pipe” (she swallows exaggeratedly)
- “There is like a tap who stops the food going to the wrong pipe” (she mimes a tap with her hands)
- “The water is absorbed in the large intestine” (she mimes the word absorb)

### Giving examples

No examples are found in this session.

### Translation by the teacher

- “The food mixed with the saliva makes a thin paste. *Quan barregem la saliva amb el menjar fem una pasta*”

### Asking pupils' help or translation

- “What is the gastric juice in Catalan?”
- “What is food waste?”
- “Do you know the word dirty?”

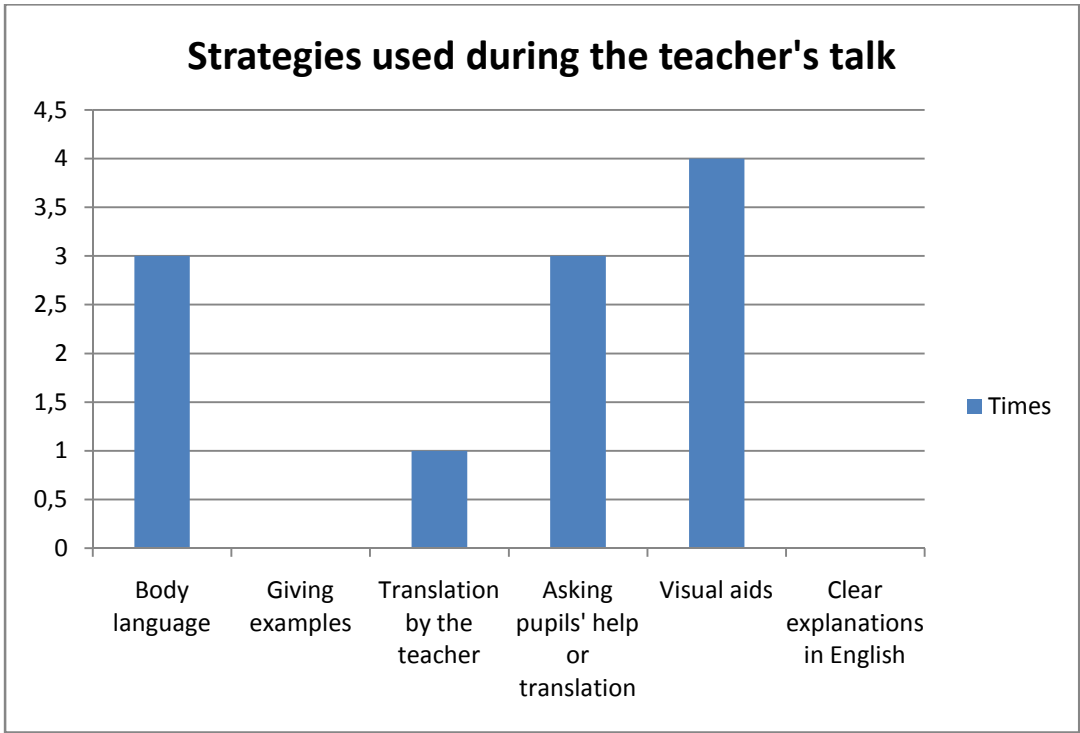
### Visual aids

- “This is the wind pipe and this is the food pipe” (she points at it in a picture projected on the whiteboard)
- “This is called villi and they are like small hair that helps the body to absorb the nutrients from the food” (she points at it on the whiteboard where they are watching a short video)
- “The water is absorbed in the large intestine” (she point at the picture on the whiteboard)
- “This represents the food waste” (points at the picture on the whiteboard)

### Clear explanations or summary of the vocabulary in English

No examples are found in this session.

Summary of the teacher's strategies during the session:



### 5.1.2 EFL sessions

In this section I am going to analyze the unit “Animals fun” which is in the fourth teaching unit of the students’ textbook they follow: Ace 3.

Data	Aim	
25 <sup>th</sup> February	Describe some animals. Practise asking questions about animals playing a communicative game. Learn different places where animals live. Practise words related to animal habitats through a song and follow up activities	
Objectives		
Content	Communication	Cognition
<ul style="list-style-type: none"><li>- Wild animals</li><li>- Animals habitat</li></ul>	<ul style="list-style-type: none"><li>- Describe an animal together with other classmates so a volunteer pupil can guess it.</li><li>- Talk about the places where some wild animals live</li></ul>	<ul style="list-style-type: none"><li>- Learn the structure “it has got...” to describe an animal</li><li>- Understand the English pattern to make questions when asking about animals. For example: Is it a lizard?</li><li>- Learn the structure “it lives in...” to say the habitat of different animals</li></ul>
Learning outcomes		
<ul style="list-style-type: none"><li>- Say statements that describe an animal</li></ul>		
The tasks step by step		
<p>Step 1: Present the flashcards of the wild animals to the pupils and they say the name.</p> <p>Step 2: Describe together all the animals. The teacher asks questions to guide the pupils. She emphasizes the pattern “it has got...”</p> <p>Step 3: One volunteer comes in front of the class. The teacher puts a flashcard on his/her forefront and the others have to describe the animal so she/he can guess it. When the volunteer knows the answer asks “is it a...?” When he/she gets the correct answer the same process is repeated with another volunteer.</p> <p>Step 4: Pupils read some descriptions of animals and they have to say which picture they match them with. It’s an activity done in the whole group.</p> <p>Step 5: The teacher presents flashcards of different habitats where animals can live.</p>		



Step 6: Pupils say where the animals live. They have to follow the structure that the teacher writes on the blackboard. For example: "Hippos live in the water./ Tigers live in the jungle."

Step 7: Pupils listen to a song about animals' habitat. Then, they have to sing it reading the lyrics on the book.

Step 8: Individually, the pupils do some exercises on the activity book where they are asked to write about the animals' habitat.

#### The demand of the tasks

In this session pupils will need to remember and understand.

### Strategies used during the teacher's talk:

#### Body language

- "Small years" (she shows with her fingers something small)
- "It's got wings (she mimes that she is flying and touches her arms)
- "It hasn't got any teeth (she says "no" with her finger and points at her teeth)

#### Giving examples

No examples are found in this session.

#### Translation by the teacher

No examples are found in this session.

#### Asking pupils' help or translation

No examples are found in this session.

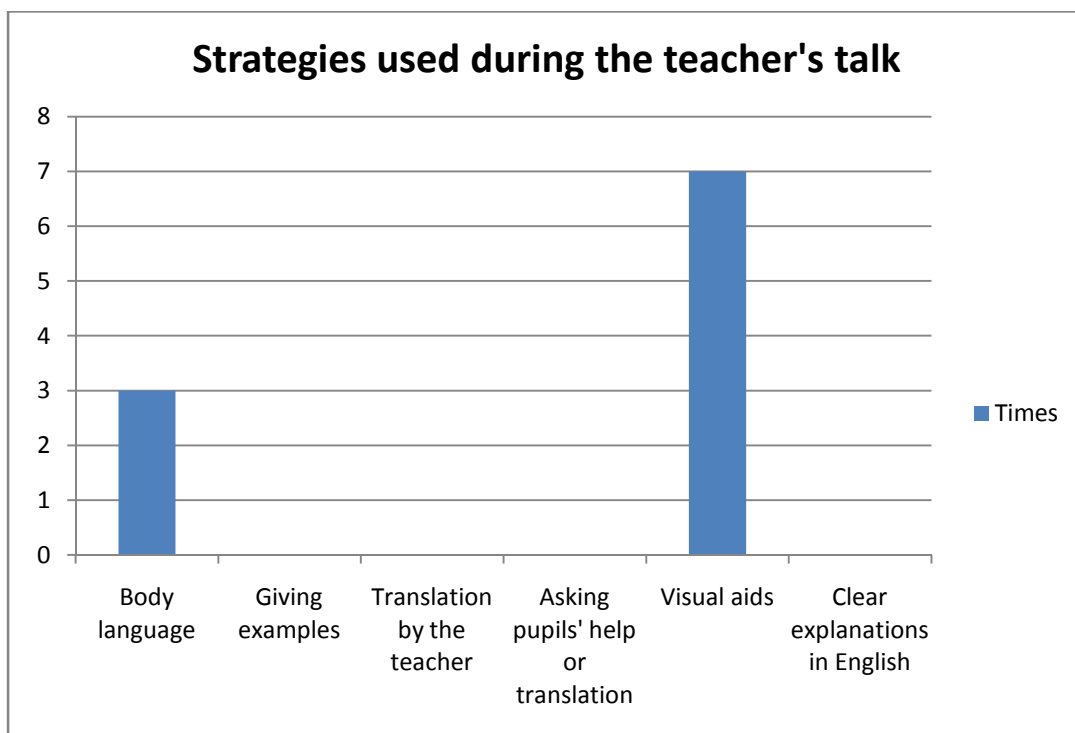
#### Visual aids

- Forest
  - Jungle
  - Land
  - Water
  - Cave
  - Desert
- } She shows flashcards so pupils can understand the meaning of the words
- "This is a tail" (she points at the monkeys tail in a flashcard)

### Clear explanations or summary of the vocabulary in English

No examples are found in this session.

Summary of the teacher's strategies during the session:



Data	Aim	
4 <sup>th</sup> March	Read information about three animals living in the UK (fox, red deer and hedgehog). Reproduce a dialogue asking and answering questions about the animals.	
Objectives		
Content	Communication	Cognition
<ul style="list-style-type: none"><li>- Native animals in the UK</li><li>- The habitats of the fox, the hedgehog and the red deer</li><li>- Fox, the hedgehog and the red deer feeding habits</li><li>- Protection of the animals habitat</li></ul>	<ul style="list-style-type: none"><li>- Discuss about why we have to protect the habitat of animals in our area</li><li>- Practise a short dialogue changing some key information from a sample</li><li>- Talk about the native animals in our country</li></ul>	<ul style="list-style-type: none"><li>- Be aware of the human impact in the environment and the consequences for native animals</li><li>- Understand the pattern to make wh- questions in English. For example: What do foxes eat?</li></ul>
Learning outcomes		
<ul style="list-style-type: none"><li>- Act out a dialogue asking and answering questions about native animals from the UK using a model</li><li>- Describe a native animals of their own country following a model</li><li>- Say some native animals in our country</li></ul>		
The tasks step by step		
<p>Step 1: Introduce the topic of the native animals. Say what native animals in our country they can come up with. The teacher writes a list with all the animals on the blackboard.</p> <p>Step 2: Talk about three pictures using some words provided. The teacher writes on the whiteboard “I can see... in picture...”</p> <p>Step 3: Listen and read a text about native animals in the UK</p> <p>Step 4: Answer the teacher’s questions about the text. Pupils need to locate the information in the text. Some examples of the questions are: “What do hedgehogs live? Where do foxes live? Why do deer like to live in Scotland?”</p> <p>Step 5: Listen to the facts “Nearly 65 wild mammals are native to the UK. Wild animals need a habitat. Protect the habitats of animals in your area”. Then, discuss the statements in the whole group.</p> <p>Step 6: Listen to a short dialogue in which there are questions and answers about the life of the three animals. Afterwards, read the key words which can be used to change</p>		

a little bit the dialogue. The teacher explains the following activity which is to prepare the dialogue about another native animal in pairs (they have to use the key words read).

Steps 7: After pupils have practiced it, they act out the dialogue in front of the class.

Step 8: Individually, they have to describe a native animal from their country in the activity book (they can use animals that were written at the beginning of the class on the whiteboard).

Step 9: Teacher checks all the text individually and pupils can draw and color their animal.

#### The demand of the tasks

In this session pupils will need to remember, apply, understand and evaluate.

### Strategies used during the teacher's talk:

#### Body language

- "Fur" (she mimes to have some fur in her body and touches it)

#### Giving examples

No examples are found in this session.

#### Translation by the teacher

- "*Berries són una espècie de fruites del bosc, com les móres*"
- "*Country vol dir un lloc rural*"

#### Asking pupils' help or translation

- "What does it mean native animals?"
- "Do you remember what a country is?"
- What is a lake?
- What is the habitat?
- What are wild animals?

#### Visual aids

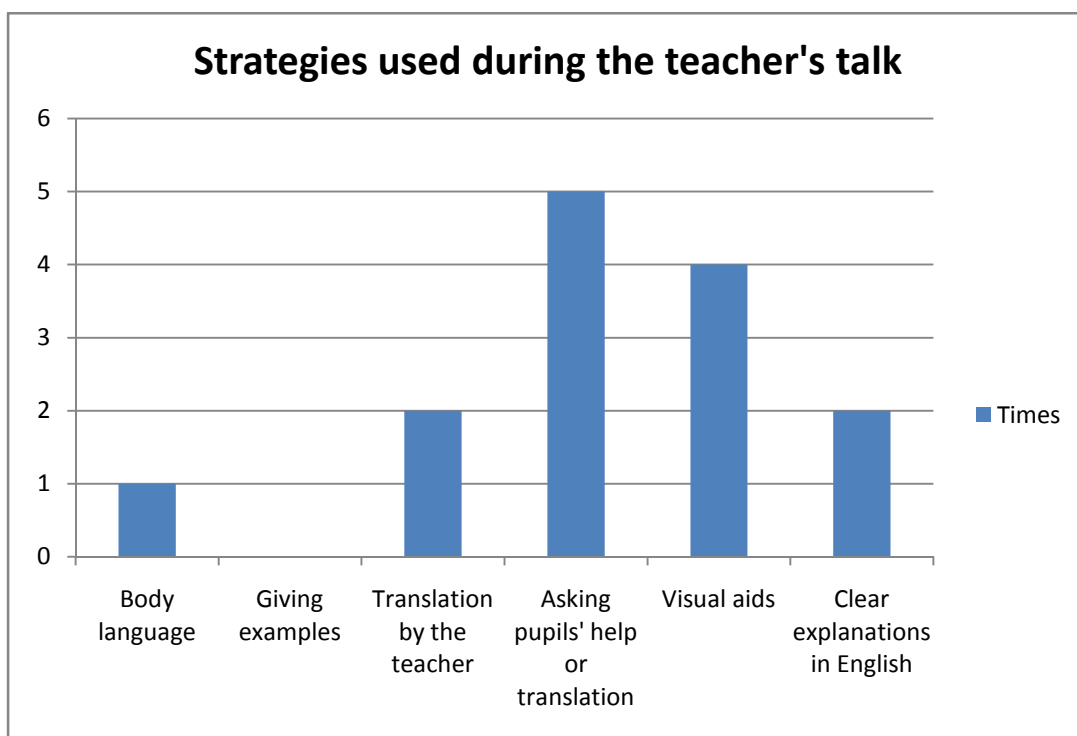
- Island
- Old food
- Valley

} She points at all these elements in the picture which is projected

### Clear explanations or summary of the vocabulary in English

- “A native animals are the ones that are typical from a country”
- “Fur is short hair that some animals have in their body”

Summary of the teacher's strategies during the session:



Data	Aim		
11 <sup>th</sup> March	Answer some questions as an interview to review all the contents learnt during the unit. Complete a self-evaluation in order to reflect on their own learning.		
Objectives			
Content	Communication	Cognition	
<ul style="list-style-type: none"><li>- Present continuous with verbs of movement</li><li>- Wild animals</li><li>- The animals' habitats</li><li>- The animals food</li><li>- The native animals</li></ul>	<ul style="list-style-type: none"><li>- Answer the questions of the interview giving their opinion</li></ul>	<ul style="list-style-type: none"><li>- Reflect on the own learning process</li></ul>	
Learning outcomes			
<ul style="list-style-type: none"><li>- Pupils will answer an interview following a model</li></ul>			
The tasks step by step			
<p>Step 1: The teacher introduces the sessions' topic that is reviewing all the contents taught during the didactic unit through an interview. They talk about what an interview is as well as a revision.</p> <p>Step 2: The pupils listen to the interview while they are reading the text in their books</p> <p>Step 3: The teacher asks some questions about the interview and the pupils have to find the information in the text.</p> <p>Step 4: The teacher does the interview to the pupils orally. She asks each question to different people until all the pupils get involved in the activity.</p> <p>Step 5: The teacher explains two exercises that pupils will have to complete on their own: an interview and a self evaluation.</p> <p>Step 6: Pupils work is checked individually and the teacher gives help when it is necessary. Once pupils have finished they can start the story book which is a small book where they have to stick the vignettes of the story of the unit and copy every dialogue.</p>			
The demand of the tasks			
In this session pupils will need to remember and understand.			

## **Strategies used during the teacher's talk**

### Body language

- “What’s the weather like in Africa? Is it hot or cold?” (she mimes as she was hot and cold)
- “Rose is thinking of a lion” (she puts her finger on her head to mime the word thinking)

### Giving examples

- “I can ask a person what an animals is doing is for example say: is it jumping? Is it flying? Is it walking?”

### Translation by the teacher

No examples are found in this session

### Asking pupils' help or translation

- “What does it mean: the animals native to your country?”
- “What is an interview?”
- “What is: I can talk about animal habitats? Can you say any examples?”

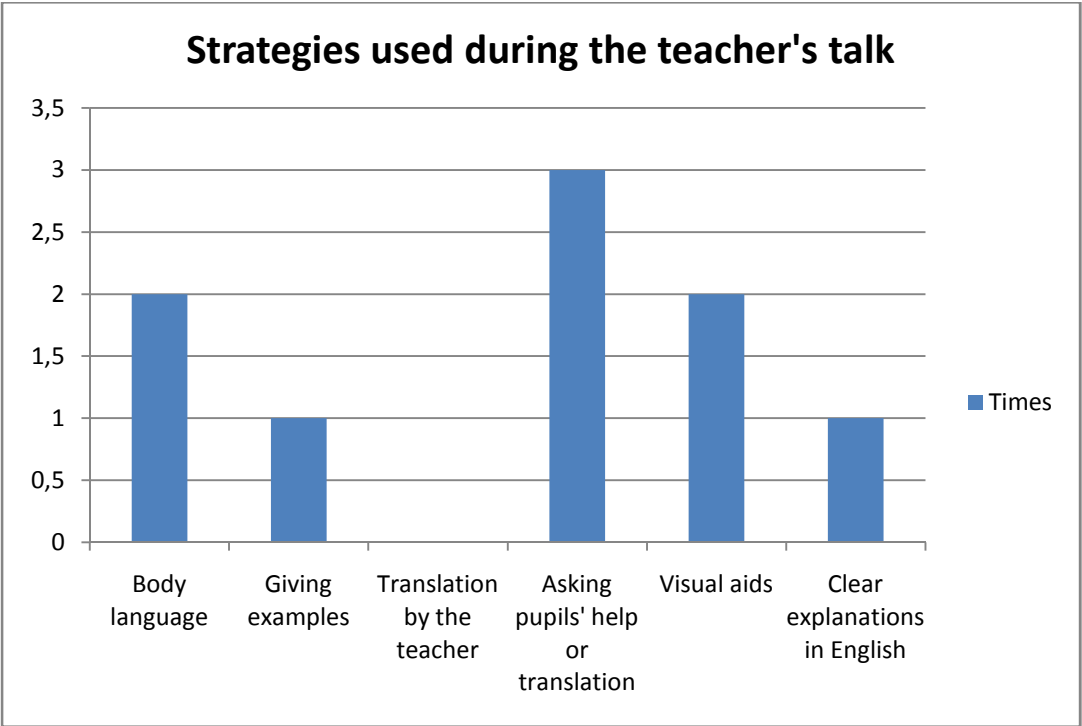
### Visual aids

- “In the picture you can see Rose with a microphone doing an interview”
- “There are three big stars. Can you see?” (She points at her book showing it the class so pupils focus their attention on the big stars and not to the small ones).

### Clear explanations or summary of the vocabulary in English

- “It says write your answers so you have to answer this interview but using your information and not Rory’s opinion”.

Summary of the teacher's strategies during the session:





Data	Aim		
18 <sup>th</sup> March	To learn about an Irish festival: Saint Patrick's Day		
Objectives			
Content	Communication	Cognition	
<ul style="list-style-type: none"><li>- Vocabulary related to Saint Patrick's Day</li><li>- Irish song "Molly Malone"</li><li>- Irish traditions</li></ul>	<ul style="list-style-type: none"><li>- Describe a picture of Saint Patrick's Day orally</li><li>- Speak about what they know about the festival</li><li>- Speak about what they could see and learn through the video</li></ul>	<ul style="list-style-type: none"><li>- Understand the Irish culture from a festival</li></ul>	
Learning outcomes			
<ul style="list-style-type: none"><li>- Pupils will show what they have learnt about Saint Patrick's Day describing a picture orally and answering the teacher's questions</li><li>- Pupils will do some exercises to summarize the main ideas taught during the session</li></ul>			
The tasks step by step			
<p>Step 1: The teacher explains that during the session pupils will know more things about Saint Patrick's Day, an Irish festival. Afterwards, pupils tell the rest of the class what they know about this festival.</p> <p>Step 2: Pupils listen and repeat some words related to Saint Patrick's Day pointing at the pictures in their books.</p> <p>Step 3: Individually, pupils complete a text using provided words and then they match questions to answers to summarize the idea of the text.</p> <p>Step 4: Some pupils read in a loud voice a small text about Saint Patrick's Day. Then, the teacher asks some questions about the text to check general comprehension.</p> <p>Step 5: Pupils listen to an Irish song. After they have explained the meaning of the lyrics they sing the song.</p> <p>Step 6: The teacher projects a picture of a Saint Patrick's scene. Pupils have to describe it using the vocabulary they have learnt.</p> <p>Step 7: Pupils watch a short video which explains some interesting facts about Saint Patrick's Day.</p> <p>Step 8: Pupils participate in a discussion saying what they could see and understand in the video.</p>			

## The demand of the tasks

In this session pupils will need to remember, understand.

### Strategies used during the teacher's talk

#### Body language

- "Yesterday" (moving her hand backwards in circles next to the head)
- "Set my eyes" (point with two fingers in her eyes)
- "As she wheeled her wheel barrow (she mimes it)
- "Narrow and broad" (gestures with her hands)
- "Crying" (she does it)
- "Dress up" (she mimes it pointing at her clothes)

#### Giving examples

No examples are found in this session

#### Translation by the teacher

- "The color was long considered unlucky in Ireland. *Durant molt de temps els irlandesos creien que el color verd portava mala sort.*"
- "Saint Patrick isn't Irish, he was born in Roman Britain but at 16 he was kidnapped and brought to Ireland as a slave. *Sant Patrick no és irlandès sinó que va néixer a Gran Bretanya però als 16 anys el van segrestar i el van portar cap a Irlanda com un esclau.*"

#### Pupils' help or translation

- "Who is the patron of Catalonia?" (to make them understand what a patron is)
- "Where's Ireland?" (to make them understand what country it is)
- "What is unlucky?" (pupils translate)

#### Visual aids

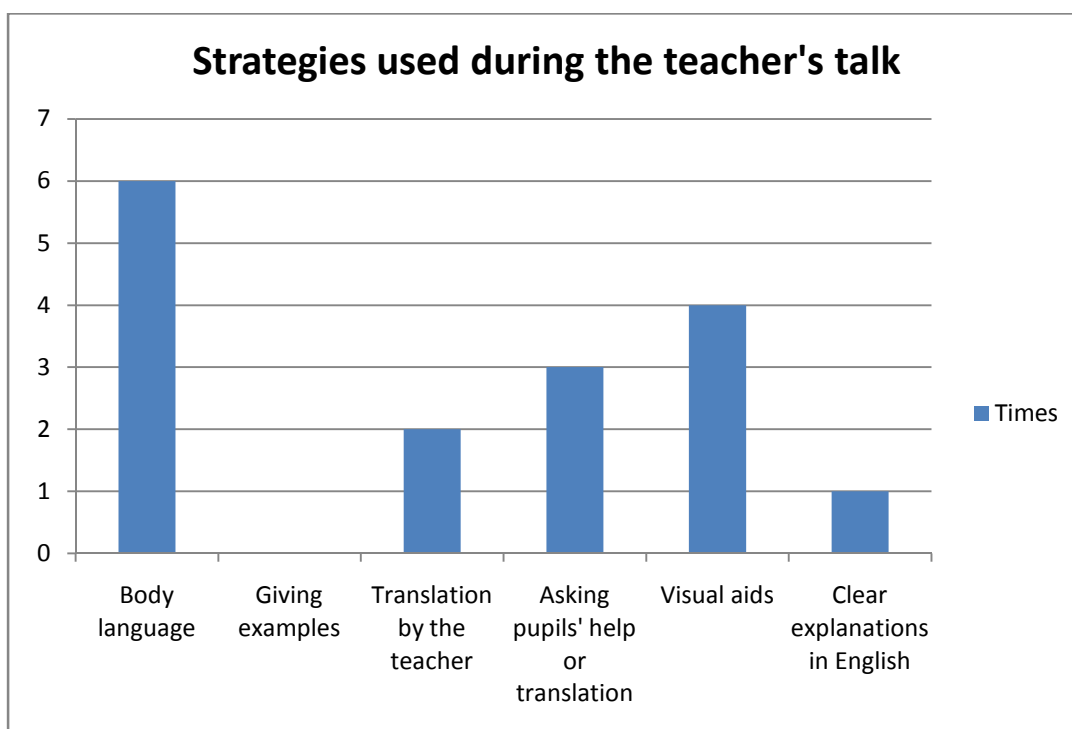
- "Sunday 17<sup>th</sup> March" (pointing at the blackboard)
- "Wheel barrow" (pointing at the picture of the book)
- "People usually drink beer in Saint Patrick's Day" (in the video they can see it)
- "Vegetable dye is used to color the river" (in the video they can see it)

- “There are residents with Irish roots” (she puts the video in pause and repeats the sentence while she is pointing at the elements)

Clear explanations or summary of the vocabulary using the English language

- When it says “Molly Malone” it refers to a girl, an Irish girl.

Summary of the teacher's strategies during the session:



### 5.2.3 Interview to the teacher: Getting closer to the CLIL planning

- How many years has the school been doing CLIL?

So far, the school has offered CLIL instruction for six years.

- Who decided to start CLIL in your school?

The direction suggested starting a CLIL project to the staff and families with the aim of raising the English level. It was voted and it came up that we agreed, so during three months we received intensive training and we started the initiative. We continued the training throughout the years, doing general and intensive courses in this field.

- How do you plan a CLIL lesson normally?

I always meet with the tutors and we have a look at the units in both Science and Maths subjects. We usually do three units during the course (two of Science and one of Maths). The English teachers, who are the responsible for teaching CLIL, suggest the possible topics. We choose topics which can be presented in a practical way (do experiments, watch some videos, build mock-ups... When the tutor agrees, we talk with the rest of English specialists and we comment our decisions making sure that we don't repeat the topics. In the case that there is a repetition we agree what contents we are going to teach so there is an extension in higher levels.

- What materials do you usually use in your lessons?

Normally, I use a CLIL Science textbook from Oxford press as a guide to plan the contents I am going to teach. As we don't have enough resources to buy this textbook for all the pupils, CLIL teachers need to design our own materials. We usually create worksheets that we gather up in a short dossier. We also expand the contents of the worksheet using a video, a power point or an experiment.

- How do you anticipate pupils' difficulties with the language?

At the beginning of the course in third of Primary we create a dictionary with useful words that can appear in the lessons. Also, when I design a unit I identify the difficult words and I think how to introduce them to the pupils. In the first lesson in every CLIL unit, I introduce some of the most challenging vocabulary asking them to describe some pictures or explain what they know about some phenomena.

- What are the main problems and challenges in CLIL?

In my opinion, the main difficulty is to teach content while you are dealing with a specific vocabulary and grammar which you need to teach as well. Another

problem is that we don't have much time to prepare the materials and meet with the other CLIL teachers to talk about what supports or resources worked better.

- What is the positive aspect to have implemented CLIL?

The most positive aspect is that the level of English has increased as we wanted. Moreover, pupils have improved a lot in the oral comprehension and they are less reluctant to speak in English and ask doubts.

## 6 Data analysis

As we can see in the observations, the planning of the units present important differences. To start with, EFL lessons consist of more tasks which are shorter and, in some cases, simpler to carry out. On the other hand, in CLIL lessons pupils are asked to do fewer tasks but with a higher demanding level (see Bloom's taxonomy). Following the Bloom's taxonomy pyramid we have seen that in CLIL all the levels appear in some of the lessons whereas in EFL sessions we have only identified four of these levels. Basically, in EFL contexts the tasks demand remembering and understanding. Since the language form is more important than the content but in CLIL content and language need to have the same weight.

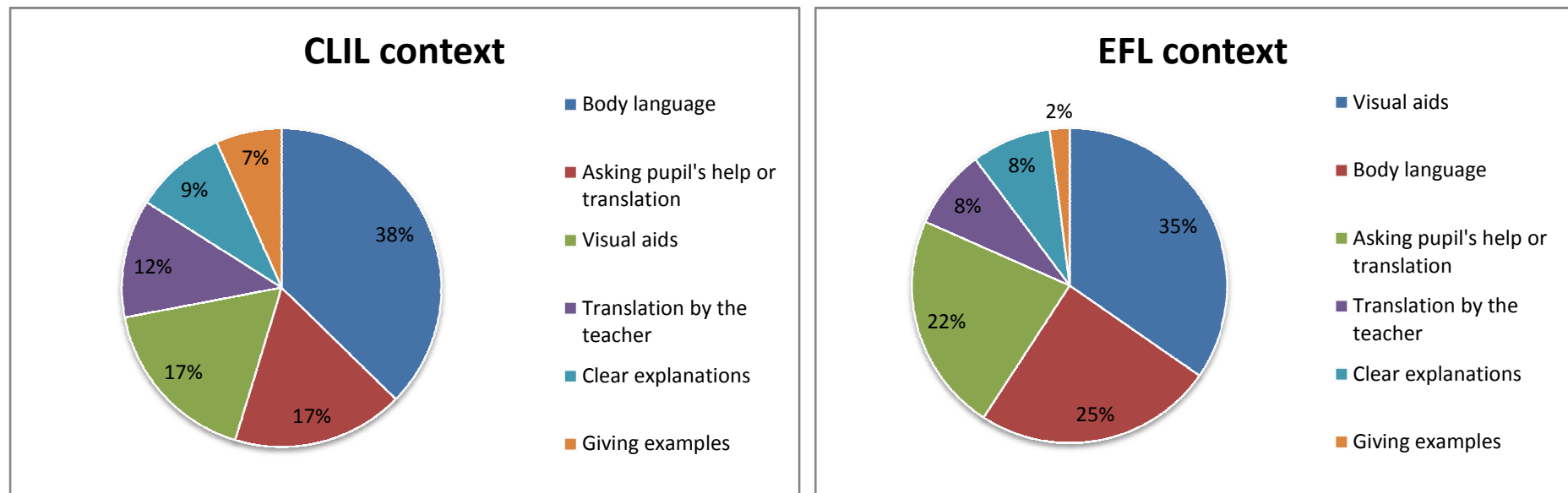
As for communication, we can conclude that in CLIL lessons more discussion is planned so pupils are more able to produce some spontaneous output. Nevertheless, in EFL contexts pupils usually produce output following more guidelines and there is a certain amount of pair negotiation before producing the output in front of the class.

From the informal interview to the teacher we can also conclude some more differences in the planning of EFL and CLIL. In CLIL units, the line of the unit is agreed in group. Thus, CLIL teachers need to work together and with the tutor to decide what contents they are going to teach. On the contrary, in EFL planning English specialists do not need to reach a consensus unless they work in parallel since they tend to follow the planning of the textbook. The planning of the materials also differs: while in CLIL lessons the teacher has to create all the supports for the pupils, in EFL the teacher has a resource pack with planning, flashcards, videos, extra worksheets and stories.

Moreover, in CLIL units the teacher needs to anticipate the language difficulties especially in the vocabulary, but in EFL planning the anticipation of the difficulties is more usually associated with grammar. The strategies used to cope with these difficulties also change between the two contexts: the EFL teacher usually does some games to work on the difficulties while in CLIL she usually asks their pupils to explain the content orally in their own words or she asks questions so pupils need to put the vocabulary in practise.

As far as the strategies used during the teacher's talk are concerned, we can state that the teacher needs to use more often strategies to make the input comprehensible in CLIL than in EFL lessons. In fact, in CLIL contexts the teachers uses an average of 19 times that strategy in every class whereas in EFL lessons she uses strategies 12 times on average.

Despite this first impression, we can see in the graphic the strategies used in both EFL and CLIL contexts don't vary a lot.



In both types of lessons the strategies less frequently used by the teacher are giving examples, clarifying the vocabulary explaining it clearly and translating it herself. On the other hand, body language is an essential strategy for the teacher and it appears in the first place in CLIL lessons and in the second place in EFL. The pupils' help to make the input comprehensible is very important as well. In fact, sometimes the teacher doesn't ask pupils to translate but they do it in order to confirm their knowledge. Finally, The visual aids take an important place in both lessons even though there is an important nuance to mention. In EFL visual aids come basically from flashcards whereas in CLIL they are more varied; sometimes the teacher makes reference to a picture on the digital board or she uses a book, or she can use also some objects or models.

## 7 Conclusions

This research work was aimed to discover some differences between EFL and CLIL instruction concerning the planning and the strategies used by the teacher during her performances. In order to achieve my objectives I decided to use observations with a further interview to the teacher. At the beginning of the observations, I tried to write down everything what happened during the lesson because I did not want to miss any detail. However, after some days I realized I had to focus my attention to the questions of my investigation and it was then when I was able to start taking relevant information.

Apart from learning how to proceed successfully in an observation I could finally get out of some preconceived ideas. For instance, I thought that in CLIL context as the input is more elaborated the teacher would rely on the mother tongue in more occasions than in EFL. However, this statement has proven untrue because nearly the same amount of Catalan is used in both contexts.

Moreover, I predicted that the strategy of clarifying would be very important in CLIL lessons but it turned out in a different situation: the teacher did not use lots of clarifications in the explanations, probably because it is faster to use formulas such as visual aids, pupils' translation or body language to make the input comprehensible.

The results of the research indicate the hypothesis, which stated that the type of strategies used during the teacher's talk would vary significantly between CLIL and EFL, has not been demonstrated. The reality was that the teacher used similar formulas in both contexts to make the input comprehensible. A reason to explain this fact could be that, as it is the same person who teaches both subjects, she tends to extrapolate successful strategies in different contexts.

The research confirmed all the hypothesis concerning the planning of the units. Despite the fact that in early stages the planning of both units started from the same point (selection of the topic and objectives) in general it differs relevantly. This is because as Marsh points out in CLIL "language and subject have a joint roll". Thus, the teacher has to think carefully about the contents, communication, cognition and even the culture elements she is going to present in the class (Do Coyle, 1999). In EFL the teacher mainly needs to look at the linguistic aspects and therefore her perspectives are organized differently.

As the results have shown, in CLIL the tasks are highly demanding so there is more negotiation of the content with the whole group. This implies a push for the output. On



the other hand, in EFL lessons the tasks are not so demanding but the focus concentrates on the correct form of the language. In Steve Darn's words "CLIL is approached more lexically than grammatically" but in EFL is the opposite. Thus, as the teacher commented in the interview, CLIL is a good complement to EFL instruction.

This investigation have been useful to me not only to outline to what extent Content and Language Integrated Learning teaching is different from English as a Foreign Language instruction, but also to come closer to a methodology with a lot of potential to enhance primary students language learning. By observing a number of CLIL lessons, I have learnt what aspects I have to take into account when doing a CLIL session: adapting the input at a just challenging level, stimulating content-processing involving the pupils to build meaning and guiding the learners to use the language properly (Rick de Graaff, Gerrit Jan Koopman and Gerard Westhoff, 2007)

In addition, thank to the teacher I was able to carry out a CLIL lesson and put in practise the strategies I had observed. It was a good experience which taught me that it is essential to check pupils comprehension in order to make a successful session. When I started explaining the content they were looking at me as they did not have any idea of what I was talking about. It was when I started using more strategies appart from my speech when they started asking me questions about the content and the language they did not understand. During all the research work and specially with this experience, I realised of how important is to help pupils to understand the input. Although other investigations proved that it is not a final element to acquire a second language it can be definetely a barrier to intake the contents. Therefore, we can state that it is an important aspect to consider as it contributes indirectly to the students foreign language learning (Long, 1999).

Nevertheless, I am also aware of the limitations of my research. Since it consists of a case study it only presents the results in a specific context where not all the pupils attend to CLIL lessons because of their problems with the language. This is a little controversial as initially CLIL was designed to improve the children's proficiency in a foreign language. Therefore, I would really like to do a further investigation to analyze how would affect the presence of pupils with English language difficulties to the teacher's strategies to make the input comprehensible.

Moreover, this research could be the start point for a further investigation which carried out observations in different Catalan schools to see not only what teacher strategies are usually used in the lessons but also to give some evidence about how CLIL is implemented in Catalonia.

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